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ABSTRACT

This guide provides information and suggestions for developing programs that meet the needs of older adults at community colleges. Recommended procedures are presented for the following stages of program development: (1) leadership influences, highlighting the process of hiring effective leaders, key leadership skills, and leaders' responsibilities; (2) information gathering and fact finding, focusing on brainstorming, identifying and using available resources, networking with college and community groups, record keeping of networking contacts, choosing a program model, methods for measuring program success, and identifying a rationale for the program; (3) program design, including the identification of staffing needs, deciding on the mix of faculty and instructors to use, and forming an advisory board; (4) determining program funding, locations, and curricula, including suggested sources of funds, off-campus locations, course formats/outlines, and curriculum categories; (5) implementation and marketing, featuring a list of groups that should receive program announcements, sample marketing fact sheets and flyers, and checklists for designing work spaces and providing amenities for older adults; and (6) program evaluation and trend projections, presenting sample evaluation forms, a discussion of obstacles to effective programming, tips for managing unexpected situations, and strategies for coordinating with other programs. Contains a 13-item recommended reading list. (TGI)

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Community College Older Adult Program

Development Guidelines

By Veronica Getskow

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As the number of older Americans continues to increase, so does the pool of potential clients for instructional programs, especially at the community college level. Nationwide, 1,224 institutions are meeting the diverse and ever changing needs of communities. College administrators and boards of trustees will be approached by ever increasing numbers of older adults advocating courses meeting their needs. The community college system within every state is in a unique position of providing programs for older adults or acting as a central clearinghouse for community activities in which older adults play a predominant part. The opportunity and the challenge of meeting the needs of older adults now face community colleges in every state of the nation.

Best Use of This Guide

This guide has been written in a simple format for busy community college planners. The topic headings are bolded for ease in locating information quickly. These guidelines are an outgrowth of research conducted during 1997 on lifelong opportunities for older adults in the California community college system. The California system has 106 colleges organized into 71 community college districts. The colleges are located in settings ranging from rural to urban, high SES to poverty level and reflect an enrollment population from many cultural backgrounds. Thus the data and findings from that research project are applicable to colleges nationwide.

The development guidelines cover all aspects of program planning. The guidelines are adapted from research published originally by David E. Peterson in 1983 and later developed into a Critical Pathway Taxonomy by other researchers (Manheimer, Snodgrass & Moskow-McKinzie (1992). Peterson, an eminent researcher in the field of gerontology has written extensively on designing and conducting educational programs for older adults. He has published a number of books, articles and chapters on gerontology as a profession as well as works on the value of education for older adults. The fifteen points of the Critical Pathway Taxonomy listed below have been incorporated into the developmental stages of building a program for older adults.

1. Inception — Initiators, motives, and goals of program.
2. Assessment — Need for and feasibility of program
3. Planning — Process, representation, and authority
4. Organizational positioning — Placement in host institution
5. Rationale — Mission, purpose, benefits and justification.
6. Funding and resources — Costs, revenues, and in-kind support.
7. Participants — Targeted population and characteristics.
8. Governance — Method of program guidance and decision making.
9. Content and Pedagogy — Curriculum, staffing and teaching styles.
10. Strategy — Short and long-range strategies and their social impact.
11. Scale — Enrollment target, growth rate and program scope.
12. Delivery — Location, co-sponsors, and use of technology.
13. Evaluation — Success criteria and procedures for determining success.
14. Continuity and growth — Stability over time, expansion, and limits.
15. By-products — Publications, exhibits, and recognition

Why Establish Older Adult Programs on Community College Campuses?

Population trends show that the older adult student population is growing substantially in proportion to the rest of the population, and that this trend will continue into the 21st

century. As increasing numbers of older adults investigate learning opportunities, the community college system will be a primary choice since it is easily assessable to community members and has a mission to meet the diverse and ever changing needs of the community. Once a community college has established an older adult program, additional bridges and connectors will develop and link the older adult program to educational gerontology, medical services such as nursing and pharmaceutical assistant, and retraining opportunities for older adults.

Stages of Program Development

As the community college programmer it will be your responsibility to shape the older adult program to the best meet the needs of your constituents — the older adults living in your community. The format of this guidebook is workbook in nature allowing you the opportunity to make comments specific to your program. Taking time to fill in the action plan will help to recapture the strategy ideas. Each developmental stage represents a part of the process of program development. Each college will experience the stages differently from other colleges since community colleges are distinctively unique based upon location and population.

The Catalyst

Catalyst is defined as a type of agent initiating a change. In each instance of program development, the catalyst could be different. Identify the catalyst for your program.

- person or group of individuals _____
- place _____
- event _____
- donation or funding _____
- other _____

Answer this question: Why is this college interested in establishing a program for older adults? Identify the motivating factors for your program.

- Group not served and represented potential student body
- Older adult population has special needs
- Community advocacy groups are requesting service
- Funding in available
- Board of Trustees has voted
- President of the college has requested
- Faculty Senate has voted

Stage One: Leadership Influences

Effective programs have effective leaders.

The first challenge of program development is to hire the right person, a leader, to make decisions that will effectively shape the lifelong learning program for older adults at your community college. The leadership position is the underpinning of the entire program. Hiring the right person for the job is the number one priority in the establishment of an older adult program. The following two activities will assist you in thinking about the type of leader to hire for your older adult program.

- ❑ Create the job description of the ideal program director for your community college. List the leadership skills needed for this position. The use of descriptive terms and phrases will help you visualize the person's qualities and can be reworded in formal terminology at a later date. What hats do you expect the director to wear? Think about the following four areas: administrative and managerial responsibilities, basic research tasks, networking, and use of polished interpersonal skills in a variety of settings.

- ❑ Design a side by side column listing of qualities for the person you visualize holding the director's job. One list is comprised of basic skills and necessary qualities, and the other side is a listing of qualities the ultimate leader or program director possesses. This list will assist in hiring process and make discussion on each candidate for the position focused to the position.

Community College Older Adult Program Director

Basic skills needed	Ultimate skills needed

Five Key Skills of a Leader

- ❑ The ability to accept people as they are, not as you would like them to be.
- ❑ The capacity to approach relationships and problems in terms of the present rather than the past.
- ❑ The ability to treat those who are close to you with the same courteous attention that you would extend to strangers and casual acquaintances.
- ❑ The ability to trust others, even if the risk seems great.
- ❑ The ability to do without constant approval and recognition from others.

Source: *Leaders: The Strategies for Taking Charge* by Warren Bennis & Burt Nanus. Harper and Row, 1985.

Once the leader or program director is chosen, it will be that individual's task to create from scratch a community college program for older adults. This guide is written with that individual, program director or programmer, in mind. The guide is a compilation of the many ingredients, or building materials, that are used in the construction or creation of a program. The process, creating an older adult program, is very similar to building a house. The first step is to lay a foundation and then create a frame. After the frame is built, walls are set in place, and a roof put on. From there many additional features are added to the interior. Color, lighting, acoustics all create a pleasant or unpleasant atmosphere and image for the program. Interior decorating continues to change with new trends and as new innovations in building and construction processes are refined. Consider the older adult program like building a comfortable; sturdy home that is safe and stimulating at the same time for the older adults that use the program facilities.

Stage Two: Information Gathering and Fact Finding

The programmer reviews existing options and the latest research through the processes of brainstorming, reviewing existing resources, networking, analyzing existing program models and case studies of success or failure.

Brainstorming

Brainstorming, a process of creative thinking leads to critical thinking and analysis. The community college programmer looks at options available to the college from the student, faculty, administrative and community advocacy group's point of view.

- ❑ Brainstorm on paper. Take a large sheet of paper and start putting down thoughts. Keep adding to this visual representation of the program you are creating. Chalkboards or white boards fulfill the same purpose — creating a depository for your thoughts. .
- ❑ Ask a colleague to look at your brainstorming effort and add to it.
- ❑ Daily, review your brainstorming effort on paper and add to it. Eventually, a frame will emerge for the program.

Resources

- ❑ Contact your state department of education and request the services of a curriculum consultant or specialist in charge of older adult programming. This is a critical first step in obtaining information about curriculum topics and funding restrictions. Inquire about the following:
  - Directory of community colleges within your state. The directory will be invaluable as you begin the quest for information.
  - A list of existing programs for older adults at community colleges plus the contact person at these locations
  - Curriculum guidelines
  - Funding and grant opportunities
  - Mentors or individuals to network with who are doing a similar job
  - State task forces or committees active on OA program issues

- Arrange a field trip for yourself and visit the sites closest to you. Meet the individuals who are planning the program and glean as much information as you can.
- The local community phone book is an excellent source for obtaining the service clubs and organizations active in your community. Create a list of potential people to call seeking their thoughts on the needs, wants, desires of older adults residing in your community.
- Browse through the1993 edition of *Education for Older Adult Learning — A Selected, Annotated Bibliography* by Reva M.Greenberg and take detailed notes about the resources, references and organizations that might be helpful in obtaining information. Greenberg's volume provides listings of basic readings, specific topic information such as computer skills, cross-generational research, enrichment, health and wellness, workforce education and training in addition to online databases and organization listings.
- After reviewing the above reference book, contact the organizations that have possible application to your community college setting. In your cover letter request any materials they might have available for review and grant applications.
- Contact the nearest university and inquire if an educational gerontology department exists. The department may have an extensive library for you to browse in or a willing faculty member for discussion of issues that pertain to your situation.

Networking with all levels of influence

Networking can be done in person, by phone or fax, conference calls and now with advanced technology, computer e-mail. Think about which is the most efficient for you and the office staff you have access to. Preparing for the networking process can avoid time wasters such as telephone tag. Ahead of time, prepare a fact sheet about the community college program you are developing. Check to make sure that name, address, phone number and e-mail information are correct. This fact sheet can be mailed to colleges with existing programs or be used as a fax info sheet when the person is not immediately available; sending the fact sheet saves hand taken messages by overworked

community college receptionists and secretary. Business cards have multiple uses and can be used as an enclosure card when exchanging information by mail.

- ❑ Fact Sheet about your college and the OA program
- ❑ Business cards — leave space to write a brief note

Networking methods vary from person to person and situation to situation. Have the fact sheets and business cards ready and then choose one or more of the following to initiate your campaign to gather information and make contacts.

- Phone
- Letter
- Fax
- E-mail
- Conference calls
- Face to face contact

The following checklist is a starting point for the community college planner to investigate potential student groups, needs, sites, and donors to the program. The list includes both individuals and organizations.

- ❑ State department of education
- ❑ Local adult schools at the high school district or private
- ❑ Nearest college or university — educational gerontology department
- ❑ Senior citizen centers or clubs
- ❑ Library
- ❑ Museum
- ❑ Hospital
- ❑ Health and mental health service agencies
- ❑ Local gyms and YMCA, YWCA
- ❑ Nursing, convalescent, extended care facility
- ❑ Housing facility or complex for OA
- ❑ Recreation agency, park district headquarters

- ❑ Religious organizations
- ❑ Volunteer groups
- ❑ Organizations such as AARP
- ❑ Community service groups: Lions, Kiwanas, Toastmasters, Phi Delta Kappa, AAUW, Optimists International, homeowners associations, and fraternal organizations

Sample Fact Sheet

Winona Community College
Address
Phone number, fax and e-mail

College for Seniors is in the planning stages!

Winona Community College is planning a lifelong learning program for seniors. It has come to our attention that there are many older citizens in our community looking for educational classes.

Who can attend? Any Winona area senior citizen or resident is invited to enrolled in classes that are specifically designed to meet their special needs and learning styles. We currently anticipate an older adult student population between 1,000 and 2,000 adults. We anticipate that a good portion of our students will never have attended college before.

Some students may need special assistance and we have prepared for older adult student transportation and adaptive learning devices. The college's Learning Lab is prepared to meet the challenges of helping older adults learn efficiently with computer skill programs and hearing devices.

Where will classes be taught? Arrangements are being made to hold classes at citywide locations easily accessible to senior citizens and older adults. We anticipate more than 20 sites with approximately 65 classes being offered in senior centers, convalescent hospitals, churches, YMCA and the Winona Community College Campus.

Who will teach the classes? Our program is currently looking for experienced instructors and faculty to teach part time. Winona Community College, College for Seniors will offer classes in a variety of subject areas. These include: arts and crafts, art appreciation, sculpture, literature, creative writing, theater appreciation, wellness, music, sewing, and other multi-faceted classes designed to help older adult students develop problem solving skills that assist them in maintaining their independence and enjoying life to the fullest. If you are interested in applying for a position in the College for Seniors, call and talk with T. Schultz our programming assistant. Application forms will be sent upon request.

What is the value for the community? For many adults in the Winona area, these classes will provide a vehicle for keeping active, alert and stimulated — giving meaning to their lives and enabling them to find the self-esteem that society often fails to give them. Our program will offer opportunities for enrichment, or to rekindle forgotten interests. The open, warm atmosphere of our classes will give students many chances at developing new friendships in an informal environment.

Where to find out more about this program? Call or come by for information. The older adult student lounge is open from 8:00 am to 3:00 PM, Monday through Friday. Volunteer hosts and hostesses staff the lounge and the coffee is always hot. Drop by and pick up your free catalogue today. Free college parking is available to senior citizens. Enter at the Winona Street Entrance and follow the green arrows to the OA building.

T. Pellowski, Program 507-454-1234

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Keeping Track of Contacts

Note taking and record keeping of networking contacts is critical. Establishing an organized system ahead of time will save hours of frustration. Organizational systems can range from a 3-ring notebook to a elaborate computer program. Choose the one that will be the easiest and simplest to maintain. Business cards can be glued on to Roledex cards and an instant telephone resource is created.

Contact	time	date	place
Address			
Phone number			
Fax			
Notes			

Benefits and Returns from Networking

Networking is time consuming, but the benefits and returns obtained are well worth the community college planners time. The first two benefits are tremendous — advance publicity and building a support network for the OA program. The planner has raw data and advice from many sources to now create a frame around the program. The program is taking shape and will continue to be reshaped in each of the developmental stages that follow.

Periodically, it is advisable for the planner to review the contact cards or note system and reflect upon the findings and the potential opportunities that are unfolding. Some of the potential areas taking shape are:

- Potential student population
- Faculty candidates
- Staff or volunteers
- Competition from other OA programs in the community
- Partnership possibilities
- Funding and donations sources and opportunities

Models

The program planner is faced with options as to the type of program the community might best utilize. Hours will be spent on the phone calling and requesting more information about the educational organization and the pros and cons of each. The following chart illustrates the advantages and disadvantages of each model.

Educational Program Opportunities on Community College Campuses

Organization	Headquarters	Curriculum	Seeking Active Presence at CC
Elderhostel	P.O. Box 1959 Wakefield, MA	Open ended Published sites internationally	Seasonal Catalogs mailed
Elderhostel Institute Network	56 Dover Road Durham, NH	Open ended Sites nationwide	Information mailed
Learning in Retirement ALIROW	23 affiliate organizations with 16 in California (1 in British Columbia, 2 each in OR, NV, AZ)	Selected by membership committee; voted on by members; or decided by executive board	Resolution Chapter 109 is evidence that affiliates are actively working to develop networks at the community college level and establish new LRI is ALIROW . Information states that the Elderhostel Institute is active in helping LRI's form nationwide.

When putting a frame around your program, you may find the final result may be a group of frames. In other words, it is conceivable that a community college could offer more than one type of program for older adults blending in other community organizations' talents and funding support. The following chart can be used as a worksheet in planning for multiple models being used within one community college program design. The funding sources may be the first consideration for the community college programmer since budget may create stipulations on curriculum or in some cases limit the number of options available to the programmer.

Community service classes refer to classes, seminars, lecture forum series, workshops, and conferences which address locally defined educational content generally *without* state funding. The title may differ from community college to community college. Sample titles are Community Education Division or Community Service Department.

Courses offered are of general or specific interest to the paying public and each course has a fee attached. In some colleges, the courses or class expenses are offset by co-sponsorships with community based organizations, fundraisers, donations, or class fees being paid by employers. Generally, fiscal reports are not filed with a state governing agency. No college credit is given or earned. Records are usually only required by the local community college district.

Non-credit and credit courses may receive state funding and one of the results is usually having stipulations attached such as course outline approval, contact hours of instruction, and other specific course requirements. Students enrolled in these courses pay regular fees that are assessed students at community colleges. Records and statistics are kept and reported to state governing agencies.

Curriculum Mode Choices for Older Adult Programs

Considerations	Community Service	Credit	Non-Credit	Special OA Events
Staff Requirements	Incorporated in to division of the college	Office of the registrar	OA program	Intensive Volunteers
Planning Hours	Staff in community services	Academic Dean	OA program office or office of Academic Dean	OA program office or special events office
Enrollment Process	Phone Mail	Cumbersome In person Phone Mail	Phone Mail	Phone Mail On site
Fees	Per class $25-$50 depending on class and materials	Stipulated by state	Usually funded by the state	Varies depending on sponsorship Health Fair may be free
Duration of Class	Short session Flexible	Regular college schedule	Frequent but short in duration	Day long Week long One evening Flexible
Site locations	Community wide	Campus or Satellite site	Campus or community site	Campus or community site based on space requirements
Parking	Usually free at community locations	Stipulated by college	Free or campus fees	Free or one time fee
Curriculum	Meets specific interests of clients	Stipulated by state	Stipulated by state	Special interest or need based
Faculty	Experts working in the field	College faculty	College faculty or practitioners in field	Demonstrations Exhibits Faculty Experts
Audience or student group	Open to all community	Open to all students regardless of age	OA predominately; Special interest groups	Predominately OA by may vary depending on the nature of the event

Success vs. Failure

An exploration of programmers' perceptions of success and failure is still uncharted research territory. The benchmarks of success or failure of older adult programs are not clearly identified. While the concept of learning from mistakes is not new, few older adult programmers take time to look beyond the explanations of "Low enrollment, we cancelled", or "Full house, turn away crowds" as the criteria for success or failure. A postmortem analysis performed on a cancelled program will yield pitfalls to be avoided in future planning.

- ❑ College atmosphere
- ❑ Legislative constraints
- ❑ Delineation of function with other districts
- ❑ Fees
- ❑ Funding and budget
- ❑ Course offerings
- ❑ Faculty and instructors
- ❑ Mission statements
- ❑ Competitive programs within the community
- ❑ Physical plant and facilities
- ❑ Safety issues
- ❑ Parking
- ❑ Time and day class is scheduled
- ❑ other

Looking at Effective Program vs. Ineffective Program Characteristics

Effective Programs	Present in Our OA Program	Ineffective OA Programs
Topics were timely, relevant, or innovative.		Same topics repeated over and over
Effective instructor with skills and personality that fits with OA's		Any instructor is hired; often academic college faculty
Good instructional design of the program		Absence of any design
Good program planning done by competent and trained staff		Haphazard approach — "seems like a good idea"; high staff turnover
Customer support services "Client is listened to!" Telephone etiquette training takes place		Automated process Impersonal staff
Safe and adequate learning atmosphere; good facility location; friendly greeters		Poor lighting and inadequate acoustics; uncomfortable chairs
Safe, direct access from parking area to classroom; pathways, buildings and classrooms meet safety codes; adequately lighted hallways, stairwells, and parking lots		Long walk, difficult stairs without railings; no elevator or areas that are not handicapped accessible
Program meet participants' needs; community		Participants needs are unknown; competition exists for same classes
Program has a practical real-life focus		Advertising was misleading; Information impractical for OA
Convenient scheduling of classes		Night classes and weekends only
Effective leadership and people interaction skills; positive relationships with clients and community		No visible leader; limited community networking
Pricing and budgeting adequate for program/class		Unreasonable for the income level of the student
Advertising campaign planned and executed		Too little — too late
Participants involved in the planning		Advisory group and evaluation forms are not part of the program

Reflections on Stage Two

You, as the community college programmer, have spent hours talking, reading, interviewing, brainstorming, networking, and now comes the time for reflection; you need to answer the question of how best to use the information you have obtained. The goal of stage two is to develop a frame around the program that defines the leadership of the program, the type of program(s) offered, and the clientele. The following checklist may reflect some of your findings at this developmental stage.

- ❑ Identifying the competition within the geographic area and the local community
- ❑ Case studies of successes and failures with pitfalls to avoid
- ❑ Increased visibility and free advanced advertising
- ❑ Identifying possible corporate donors and partnership groups
- ❑ Identifying potential instructors for the program
- ❑ Demand and supply for older adult programs
- ❑ Potential participants in the future older adult classes and their social economic status
- ❑ Possible curriculum topics
- ❑ Potential off site locations for older adult classes
- ❑ List of individuals with similar interests and job descriptions
- ❑ List of individuals willing to volunteer time, services, materials to the program
- ❑ Determining if a needs assessment or community survey is required before going further in the planning of the program.

As you come to the end of this developmental stage, it is important to recognize that if you didn't have a defined rationale for your program prior to starting the information gathering or fact finding stage, you do now. The frame placed around your program is also defined by the program rationale.

Rationale

- ❑ Statistical projections are coming true as the aging population of our community is now a highly visible group of citizens with voting power and leisure time. The OA

population in our community have needs that previously have gone unserved. No other group is providing services to this group.

- Gender % male/female
- Age categories by % 55–65 65–75 75+
- Income level low medium high
- Serious disabling health problems %
- Slightly disabling health situations %
- Living in retirement facilities
- Minority groups represented
- Special curriculum needs: esl, basic skills, grandparenting, enrichment
- Retraining for new careers

- Identifying characteristics of the OA population group are: (well educated, diverse cultures, well defined interests and needs, etc.) See list above.
- Student enrollment potential: As the pool of younger traditional aged students shrinks, and the OA population increases, the OA population is ripe for student enrollment. Anticipated % increase is __.
- Community task force projections (real estate and construction) indicate increasing numbers of OA will be retiring in our community and looking for appropriate educational and leisure opportunities.
- Community groups are interested in forming partnerships to promote OA activities.
- Volunteers, program donors and contributors have been identified as groups anticipating an opportunity to serve in an OA program.
  - Corporation
  - Union
  - Senior center
  - Service club
  - Advocacy group
  - Religious or culturally affiliated group

Data has now been collected on all aspects of the community and the older adult population to be served. The next stage is looking at the caliber of people who will be involved in staffing the older adult program and the array of program services provided for older adults students.

Stage Three: Program Design and Important People

After the decision is made to proceed with a program for older adult students, the next stage is to design the program and identify staffing needs. As a result of the time that you, the programmer, have spent gathering information and meeting people, you are able to make informed choices to shape the program.

With a frame in place, the program developer now begins the staff and faculty selection process. Before hiring a single person, investigate the paperwork required by your college on each type of employee: faculty, staff, student helper, intern, or volunteer. Many institutions have different benefit packages and stipulations based on the number of hours employed or the classification of the employee. Knowing your institution's policy on hiring and termination agreement procedures can save valuable time and untold amounts of stress.

Staffing Considerations

- ❑ Determine the number of staff based on budget and size of the program. After determining normal office hours, prepare sample work schedules taking into consideration the cycle of heavy vs. light work loads predetermined by the college's schedule (quarter, semester or open). Determine how overtime will be compensated;
- ❑ Staff handbooks written and copied for each staff member detailing job descriptions, basic tasks or responsibilities;
- ❑ Interview questions and guidelines formulated for different staff positions
- ❑ Orientation and training schedule established
- ❑ Internship criteria formulated to reflect the minimum number per quarter or semester, the suggested tasks and information on stipends.
- ❑ Volunteers — role and responsibilities; develop list of tasks and approximate time to completion.

Faculty and Instructors

The number of faculty (college hired) vs. the number of instructors (program hired) will depend upon the number and the nature of the program design. The following are considerations to keep in mind when hiring individuals to instruct the older adult student.

Faculty Considerations

- ❑ Not all faculty members are interested in teaching older people, and very few have had experience with this age student. Enthusiasm and experience need to be considered in the hiring process.
- ❑ Warmth and sensitivity of the instructor are key interpersonal skills. Older adults who haven't been back in the classroom for years may feel overwhelmed and shy in the presence of younger, and perceived to be brighter students. The sensitive instructor will promote positive interaction among the different age students.
- ❑ Older adult students may know more than younger, inexperienced faculty or instructors. Older adults rarely tolerate condescension and spot glibness or shallowness in the "expert".
- ❑ Weigh student evaluations of the instructor or faculty member seriously. Students will follow an instructor from course to course if the interactions are positive and stimulating.

Advisory Board

The effective program has the voice of the student represented in many aspects of the program design. The advisory board is defined as a group of individuals making decisions about policy and procedures. The board needs to be representative of the students. The following are considerations for board composition:

- ❑ Representation of different income levels
- ❑ Equitable distribution of men and women
- ❑ Representation of different age brackets from 55 years on
- ❑ Representation of working and retired older adults
- ❑ Representation of different geographical sections of the community
- ❑ Representation of different types of living arrangements from home, retirement facility, assisted living to institutionalized care

- ❑ Representation of different educational backgrounds
- ❑ Representation of cultural diversity within the community
- ❑ Representation of college community
- ❑ Representation of faculty and instructor

The advisory committee is indispensable in providing a myriad of services and advice. This group has the ability to reach potential students, assist the college programmer to design an effective program, advise on the selection of faculty and staff, locate and acquire classroom space off campus, coordinate the proposed program with existing community services, and promote the program with endorsement statements when outside funding is sought. The advisory committee should meet regularly, have real responsibility, and report to key people on campus. The committee may also issue public reports at stated intervals.

The following is a list of questions that need to be answered prior to mailing out letters of information or asking individuals in personal conversation. Advisory boards can be figurehead groups or an active, vital part of the older adult program.

1. What is the board's mission, duties and responsibilities?
2. How many members will serve on the board? What length of time will board members serve? What will their titles be?
3. Will members be asked by the program directors or elected from the student membership?
4. What specific duties and powers will officers have?
5. Standing committees generally correspond to the various areas of the boards responsibility. What standing committees will this board have?
6. What type of orientation will new board members have and is a manual designed to outline duties and responsiblities?
7. Will board members volunteer their time or will compensation be given for time, services, and/or expenses?
8. What day of the week and time does the board meet? How often?

Stage Four: Funding, Locations and Curriculum

This stage puts finishing touches on the program frame. The size of the budget, the location sites of classes, and the types of classes offered all cluster together. Budget considerations come first enabling the community college programmer to anticipate the amount of fundraising or donations that may be needed. Budget is the number one cited concern of all community college programmers.

Funding

- ❑ student fees, tuition
- ❑ associated student body fees
- ❑ college budget
- ❑ state, local government grants
- ❑ national federal programs
- ❑ foundations, corporations
- ❑ donated items and materials — facilities, equipment, publicity, etc.
- ❑ donated personnel service — other departments, volunteers
- ❑ fundraisers: flea markets, sale of services, program materials, etc.
- ❑ other

Locations for Older Adult Classes

Three major factors to be carefully considered when choosing location sites for older adult classes are the availability of transportation services, parking, and access to buildings. Holding classes in highly accessible locations such as community centers, libraries, or park and recreation facilities has the advantage of enabling older people to assemble in comfortable, familiar, and informal places. The college campus has attractive features and advantages. It offers an atmosphere and facilities not duplicated in some outreach

locations. However, some older adults enjoy the adventure of traveling to a college campus and mingling with younger students. A strong advantage of holding classes on campus is that on-campus classes bring together people with common interests who might otherwise never have a chance to network. Two big disadvantages to on-campus classes exist: parking fees and the walking distance to classrooms. Many community colleges offer a "gold card" to older adults which includes free or reduced parking privileges among other discounts. (See section on amenities for older adults.)

Suggested list of off-campus locations

- ❑ Senior citizen centers or clubs
- ❑ College campus or satellite campus sites
- ❑ Library or museum
- ❑ Housing projects
- ❑ Hospital or local health center
- ❑ Local gyms and YMCA, YWCA
- ❑ Nursing, convalescent, extended care facility
- ❑ Park and Recreation community buildings
- ❑ Meeting rooms at local hotels or motels
- ❑ Churches or synagogues
- ❑ Corporation meeting rooms
- ❑ Community service groups who own buildings
- ❑ Clubhouses of homeowners associations

Curriculum — Smorgasbord of Offerings

Surveying the advisory board and a sampling of potential students will help you as the program planner determine appropriate curriculum. Curriculum needs change as the student population grows and changes. The following list gives choices on the formats your college may offer.

Course Formats

- ❑ Regular academic courses
- ❑ Short course, classes, seminars
- ❑ Discussion groups
- ❑ Lecture series
- ❑ Meetings, workshops, one day
- ❑ Conferences, workshops, more than one day
- ❑ Role playing, simulation exercise
- ❑ Book talks, reviews, discussion
- ❑ Museum tours, demonstrations
- ❑ Field trips, visits
- ❑ Travel study
- ❑ Individual instruction — tutoring or coaching
- ❑ On the job training
- ❑ Community volunteer projects
- ❑ Distance learning via TV
- ❑ Learning Lab opportunities

The ideal situation would be for a community college to offer a well-balanced program to older adults. Realistically, however, colleges do have limited budgets and resources and must generally choose to focus intensively on certain curriculum categories. Often these categories continue to have high enrollment figures, which leads the programmer to repeat the course each quarter. Programmers are encouraged to continuously evaluate the curriculum offerings.

Curriculum topics are the outgrowth of influences from the advisory committee, potential faculty or instructor recommendations, requests from the community or adult students, networking with other planners of effective programs, federal or state funding stipulations that affect the type of course being offered. Howard McClusky contributed one of the largest influences on course offerings by community colleges. In his

presentation at the 1971 White House Conference on Aging, he identified five categories of older adults' educational needs which have been used as the basis for planning older adult curriculum program offerings. The five categories are coping, expressive, contribution, influence, and transcendence. The categories are described in the box below.

Description of Howard McClusky's Five Categories of Older Adults' Educational Needs

Coping needs or ***life management needs*** are those skills enabling an older person to survive by adapting to changing social conditions, including basic skills in reading, writing, math, nutrition, health care, intergenerational and technology advancements.

Expressive needs are those met by participating in an activity for the sheer value or enjoyment of the experience. Arts and Humanities are examples of expressive classes fulfilling creative needs and improve self image.

Contribution needs include the desires of most people to assist others with their problems and concerns. Peer counseling classes and volunteer training and involvement opportunities fulfill contribution needs.

Influence needs are applicable to all humans regardless of age. Influence means to make a difference in the world. Educational programming fulfills these needs by helping older adults to identify appropriate roles, develop personal or group skills, and provide social support to assist them with critical thinking and problem solving.

Transcendence needs stem from the desire for a deeper understanding of life. These needs are experienced by all ages but the need becomes more predominate in later live. Education assists older adults with this need by providing insight into people of other cultures and offering a supportive setting for life review. Through meeting and talking with others, older adults exam the insights of others and come to conclusions about their own life meanings and worth.

As the community college programmer, you will be making curriculum topic choices — some will be unattended, while others will have turn away crowds. Many factors affect curriculum choice, but knowing the characteristics of the older adult group you are serving is critical. Faculty or instructors may be the key ingredient to effective programs evidenced by the fact that when the instructor moves to a different location, so do the students. Tracking the enrollment is helpful, but track other program aspects to detect trends.

Classes or courses generally follow the following categories. Enrichment is the one category which community colleges have most commonly offered for older adults. The community college planner must take into consideration information gathered in the second developmental stage to offer courses that older adults need and find valuable.

The following is a partial listing of curriculum categories from which to make class or course selections. Feel free to add additional categories and titles that appeal or apply to your community.

- **Enrichment and Unusual Events**
  - Field Trips
  - Museum Engagements
  - Senior Health Fair
  - Senior Week
  - Specialists on Timely Topics
- **Creative Expression**
  - Fine and Applied Arts
  - Art
  - Acrylic Painting
  - Basic Drawing and Sketching
  - Portrait and Figure Drawing and Painting
  - Watercolor Painting on location
  - Media Sculpture
  - Community College Concert Band
  - Community College Chorus
  - Community College Symphonic Orchestra
  - Music Appreciation for Seniors
  - Big Band Era

- **Writing**
  - Creative Writing for Publication
  - Journalism
  - Autobiography
  - Life Story Writing
  - Poetry

- **Hobby and Recreational Subjects**
  - Photography
  - Sculpture and Clay
  - Textiles and Weaving
  - Needlecraft
  - Knitting
  - Crocheting
  - Jewelry making
  - Woodcarving
  - Singing and Chorus
  - Arts and Crafts for Enjoyment

- **Psychology and Social Development**
  - Creative Living for Seniors
  - Humor and Self Discovery
  - Joy of Living
  - Understanding Self and Others
  - Self Awareness through Dramatic Interaction
  - Understanding Your Self through an Historical Perspective

- **Intergenerational Activities**
  - Grandparenting Skills
  - Family Events and Occasions
  - Developing an Intergenerational Care Facility

- **Languages and Cultural Studies**
  - Spanish, French, Italian
  - Traditions of the country
  - Understanding the culture
  - Cultural Diversity

- **Literature and History**
  - World Literature – the Great Books
  - Specific Authors and works
  - Critique and Comparison of a historical time period
  - History and Current Events
  - Highlights of the Decades
  - World War (I, II) Impacts Past and Present

- **Community and World Affairs Issues**
  - Current World Events in America
  - Ethical Issues for the 21st Century

- **Nature and Environmental Issues**
  - Community Environmental Issues
  - Water conservation
  - Horticulture
  - Gardening

- **Preparation for paid employment**
  - Training for Another Career
  - Job Search Techniques
  - Community College Certificate Programs
  - Turn Your Hobby into a Career
  - 21st Careers for Older Adults: Child Care

- **Coping with Life Transitions**
  - Employment to Retirement
  - Planning for retirement
  - Security for retirement years
  - Surviving my partner's retirement
  - Bereavement Transitions
  - Coping with Grief
  - Making a New Life
  - Stages of Grief

- **Resources and Entitlements**
  - Life Planning
  - Financial Planning
  - How to Develop a Living Trust
  - Understanding Probate
  - Understanding your Social Security Benefits
  - Understanding Medicare
  - Understanding Your Insurance Options

- **Consumer Concerns**
  - How to Avoid Fraud
  - Finding Affordable Housing
  - Developing a Senior Support Network in your Community
  - Home Plumbing and Heating

- **Life skills: personal grooming, driving, meal preparation, etc.**
  - Time management
  - Conflict resolution
  - Personal Life Skills
  - Mature Driver
  - Household Safety
  - Redesigning your Home for Later Life
  - Self Protection
  - Tax Preparation

- **Basic or Remedial Education**
  - ESL Reading
  - Math
  - Citizenship
  - GED – high school graduation

- **Training for Community Advocacy and Service**
  - Volunteer Training
  - Techniques of Peer Instruction
  - Understanding the Legislative Process
  - Parliamentary Procedures

- **Understanding and Using Technology**
  - Accessing your Electronic Network
  - Electronic Banking and Shopping
  - Introduction to Computers

- **Physical Body and Wellness Issues**
  - Body Conditioning for Seniors
  - Body Conditioning Over Easy
  - Breathing Better
  - Spinal Fitness
  - Yoga, Tai Chi, Chair Exercises
  - Body Dynamics
  - Weight Management for Seniors
  - First Aid
  - Post Stroke Exercise and Adapted Living Skills

- **Mental Fitness**
  - Memory enhancement
  - Public Speaking
  - Build a Better Vocabulary in 10 days

- **Nutrition**
  - How to Eat Healthy as You Age
  - Vegetarian Living
  - Diet for the Small Planet and Older Adult
  - Eating Well on a Reduced Budget
  - Cooking for One or Two

Course Outlines

Course outlines are required prior to a course being offered to the general student population. The approval process will vary depending upon the type of program model chosen. Community colleges have internal curriculum committees that must pass approval on courses offered to review the content and avoid conflicts of interest between offerings in different disciplines. Curriculum committees are comprised of administrators, faculty and instructors sharing viewpoints on trends and directions for appropriate community college curriculum. Credit, non-credit, and community service classes generally require course outlines. If funding is received from the state department of education, it is possible that a course outline will need to be filed and receive approval from that administrative group. Community college planners of older adult programs need to anticipate concerns expressed by the curriculum committee that could reflect personal bias or territorial turf issues. Networking and giving preview fact sheets of information on the older adult programs can alleviate some concerns prior to conflict situations escalating in committee meetings. The following is a sample outline that can be adapted for use by your program.

Course outline sample

Winona Community College
Older Adult Program

Course Title: _____
Subject Area: _____ State Approval No. _____
Length of Course: _____ total number of _____ hours per session
Instructor submitting this outline: _____
Attendance Requirements:
Resource Materials or Textbook Requirements:
Student Performance Expectations:
Course Organization or Outline:
Methods of Instruction:

- q Lecture
- q Demonstration
- q Discussion
- q Independent study
- q Laboratory
- q Field trip
- q Other
- q

Methods of Evaluation:

- q Attendance
- q Student projects
- q Other

List of Activities Suitable for Adult Learners that Apply to this Course
Approval

_____ _____
OA Program Signature Date

Stage Five: Implementation and Marketing

Back at Stage Two, obtaining resources, information, networking with potential students, community organizations, state aging organizations, local service groups and other older adult programmers in the geographic area have given you, the community college programmer, an edge on implementation and marketing. By handing out fact sheets and business cards as you networked with various groups, you also marketed your program — in advance. Now is the time to reactivate the list of contacts established in Stage Two and mail out grand opening announcements. Notifying the community of the time, date, and classes being offered is critical. Publishing this information in the regular college catalogue has been proven to be ineffective, so think more in terms of a media blitz.

Suggested List to Send Announcements to

- ❑ Anyone who has expressed interest and asked to be put on a mailing list
- ❑ Any individual or corporation that has funded the program
- ❑ Newspaper
- ❑ Radio station
- ❑ Television
- ❑ City council and council members
- ❑ Legislators (particularly senior ones)
- ❑ Departments at near by colleges and universities
- ❑ Organizations that send out newsletters
- ❑ Magazines that cater to older adult reading audiences
- ❑ Libraries and museums
- ❑ Community Bulletin Boards
- ❑ Local industries that hire older workers
- ❑ Coffee Shops with bookstores nearby
- ❑ Bookstores
- ❑ Service organizations
- ❑ Hospitals and health facilities
- ❑ Senior centers and retirement homes

Sample Announcement — Formal

> Winona Community College cordially invites you and a guest to attend the grand opening ceremony for the College for Seniors Program. This event will take place on Tuesday, April 23, 1997, from 1:00 PM to 3:00 PM in the OA Building Senior Lounge.
> The enclosed map indicates the OA building location, and parking is complimentary. R.S.V.P. T.Pellowski at 507-454-1234.

Sample Announcement — Informal

> A new program is debuting at Winona Community College — The College for Seniors Program. Please come to our Open House to be held in the Senior Lounge, OA Building from 1:00 PM to 3:00 PM on Tuesday, April 23, 1997. Our Advisory Committee, made up of your friends and neighbors, will be serving coffee, tea and homemade cookies and cakes. Call and let us know if you can make it: 507-454-1234. Looking forward to seeing you on Tuesday. Please use the Winona Street entrance, and parking is free.

An Arsenal of Marketing Tools

Launching a new program takes more time and energy than a program that has been established for many years. Word of mouth is considered the cheapest and easiest but cannot be depended on to do the job. Listed below is a complete arsenal of marketing ideas. Try out as many as possible and see what happens.

- ❑ Flyers — campus parking lots
- ❑ Community and college campus bulletin boards
- ❑ Radio talk shows
- ❑ Newspaper announcements
- ❑ Announcements posted at the mall
- ❑ Public address announcements at local sporting events

- Large gatherings such as health fairs, entertainment nights, etc
- Posters around campus and at the individual sites
- Mail to local newsletters
- Announcement, free or paid, on TV station
- College Web Site
- Direct catalogue mailings to residents of county or city
- Advertise at colleges and universities gerontology and education programs
- T-Shirts, mugs, pencils, erasers, etc.
- Free plastic book sacks for bookstores

Fact sheets and Flyers

The fact sheet that you design after a program has been established presents information in a slightly different format from the sheet you took around with you during the networking phase of development. Use common sense and add or delete information paragraphs so that the fact sheet remains current with accurate information.

Flyers are similar to fact sheets, but they give only brief information about an upcoming class. Flyers are typically printed on one side of brightly colored paper so that they will catch the eye of the reader. Some colleges make an effort to color code the flyer with the type of class being offered which helps when a client calls on the phone. Example: all flyers for any of the writing classes is printed on yellow; arts and crafts classes are printed on pink.

Flyers and fact sheets can be mass produced in a relatively short period of time and quickly duplicated for distribution. The advantage to using flyers and fact sheets is that information can quickly be dispersed by handing one to a potential client, stapling up on bulletin boards or folding in threes for mailing purposes.

Sample Fact Sheet — side 1

The Older Adult Program
Winona Community College
Address
Phone number, fax and e-mail

Who's in the Program?

Over 3000 Winona senior citizens are currently enrolled in classes that are specifically designed to meet the special needs and learning styles of older adult students. Our student population reflects the demographic composition of our community with all ethnic groups represented. The %'s are: (fill in statistics on male, female, and minority groups if applicable).

A good portion of our students has never attended college before. They are a generation of retirees who came of age during the Deportation and have worked hard all of their adult lives. They bring a vital energy force to Winona Community College and we are proud to have them. These students are extremely active learners despite some minor physical ailments. Many are self-sufficient and enjoy robust good health; others are physically disabled and need special learning and hearing devices, which our learning center on campus provides.

Where are the classes taught?

Classes are held citywide at locations easily accessible to senior citizens and older adults. Located in 25 neighborhood sites, 74 daytime classes are offered in senior centers, convalescent hospitals, churches, YMCA and the Winona Community College Campus.

[logo]

Who are the instructors and what do they teach?

Our program currently employs 62 part-time instructors who are experienced in their field of expertise. Many hold advanced degrees and have won outstanding achievements or recognition. All enjoy working with older adults. Winona Community College offers classes in a variety of subject areas. These include: arts and crafts, art appreciation, sculpture, literature, creative writing, theater appreciation, wellness, music, sewing, and other multi-faceted classes designed to help older adult students develop problem solving skills that assist them in maintaining their independence and enjoying life to the fullest.

What is the value of this program?

For many adults in the Winona area, these classes provide a vehicle for keeping active, alert and stimulated – giving meaning to their lives and enabling them to find the self-esteem that society often fails to give them. The program offers opportunities for enrichment rekindling forgotten interests. The open, warm atmosphere of our classes gives students many chances at developing new friendships in an informal environment.

Where to find out more about this program?

Call or come by for information. The older adult student lounge is open from 8:00 am to 3:00 PM, Monday through Friday. Volunteer hosts and hostesses staff the lounge, and the coffee is always hot. Drop by and pick up your free catalogue today. Free college parking is available to senior citizens. Enter at the Winona Street Entrance and follow the green arrows to the OA building.

Program Staff

Program Director: T. Pellowski, Director e-mail phone: 507-454-1234 fax:

Office Work Space

The space allocated to an older adult program will hopefully be large enough to house the director, office staff, necessary equipment as well as a large area of unencumbered space for an older adult lounge. The well planned and efficient work area promotes not only better communication between staff workers but also reduces the stress level of office staff. The overall color scheme, lighting, background music, placement of office furniture, reception area with ample counter and writing space, area and look of spaciousness all contribute to the ambiance of the office.

Office and Work Space Check List

- ❑ Coordinated color scheme and uniform size for furnishings
- ❑ Office space divided by partitions or other method
- ❑ Furnishings required: choose from the following: desks, chairs, counter space, file cabinets, waste baskets, shelving
- ❑ Equipment required: choose from the following: computer(s), printer(s), typewriter or word processor, software programs, black and white copier, color copier, VCR and monitor, overhead projector, flip charts, slide projector, video camera, laminator, binding machine, adding machine(s) 3-hole paper punch, electric stapler, power stapler
- ❑ Computers and Copiers: prior to making the decision about how many of each, consider the anticipated needs of the program. Will course materials be duplicated in the office or at another facility? Copier decision is based on anticipated volume, collating needs, enlargement and reduction requirements, and photo reproductions.
- ❑ Adequate electrical outlets to support the equipment
- ❑ Adequate lighting and appropriate background music
- ❑ Supplies required: typical desk supplies such as paper pads, pens, pencils, scissors, markers, rulers, staples, rubber bands, labels, etc. Additional supplies: reams of paper; ink cartridges or ribbons for office equipment; envelopes of all sizes; colored paper; book ends; storage boxes
- ❑ Additional spaces for the following activities: conferences, storage, duplication, private conferences, group meetings, noisy activity, and isolation

- ❑ Telephone and communication system adequate to cover size of the program. Choose from the following: intercom, conference call capability, speed dialing, last number redialing, call forwarding, call waiting; Additional options are a telephone answering device and an after-hours telephone answering service.

Amenities for Older Adults

Older adults have comfort requirements that traditional aged students do not. Examples are: chairs are preferred rather than sitting on the floor; beverages served in cups with sturdy handles, not water sipped from drinking fountains; cookies served on a plate with a napkin, not standing and dropping crumbs. The community college planner paying attention to these physical needs will design a lounge or seating area conducive to conversation among older adult students.

Comfort Checklist

- ❑ Office and lounge areas are wheelchair accessible and located as near as possible to handicapped parking areas and ramps.
- ❑ Layout of the seating and table space promoting OA safety; avoid sharp edges and soft cushioned furniture that OA, once seated, experience difficulty getting to a standing position.
- ❑ Beverages hot and cold, plus serving ware – cups napkins, eating implements, etc. A source of drinking water is nearby.
- ❑ Area located in near proximity to restrooms.
- ❑ Area is free of noise pollution so conversations can be heard.
- ❑ Floor covering is securely attached
- ❑ Interior decorations tastefully coordinated with things of beauty such as plants, an aquarium, etc. to reduce stress levels of adults using the room
- ❑ Shelving for resources, magazines, newspapers and books of interest to older adults
- ❑ Telephone access with phone directory allowing older adults to make transportation arrangements

Stage Six: Evaluation and Trend Projection

Evaluation Forms

Older adults will give feedback on classes whether they are asked or not. It helps if the college programmer has prepared a simple half sheet form that is used for each class offered for older adults. The older adult student becomes accustomed to filling out a anonymous form at the conclusion of the class. Space for name and phone is provided so that if more direct feedback is required, a communication path has been made available.

Sample evaluation form

Winona Community College – College for Seniors Program
Evaluation Form

Name of Class _____ Location _____

How much did you learn in this class?

How clearly have you understood course concepts?

Rate the difficulty of the class from your point of view.

Rate the teacher's communication skills.

Rate the teacher's ability to make you feel comfortable in this class.

Suggestions: _____

Your name is not required on this evaluation. If you have questions or concerns about the classes we offer please call us. If you want us to contact you, please sign your name and phone number.

_____ _____ _____
name phone number date

Obstacles to effective programming

Community college programmers are in the process of constantly evaluating program offerings that were successful or failures. Looking at the total picture at many points in the program process is helpful. This guide has repeated the same points at many different places because it is part of the reflection process you as a planner will constantly be experiencing. The following list provides a review of the main points to consider.

- ❑ Shortage of financial resources
- ❑ Lack of interest within the institution
- ❑ Lack of interest on part of older people
- ❑ Inadequate facilities
- ❑ Inadequate support services (room scheduling, duplication, transportation)
- ❑ Cost of program to potential participants
- ❑ Legislative restrictions on institution
- ❑ Lack of support from community organizations
- ❑ Inadequate educational curriculum materials
- ❑ Difficulty locating or contacting audience

AHIC – What to do When the Unexpected Happens

Anticipate — Hesitate — Investigate — Communicate

There is no school, no diploma for community college leaders planning programs for older adult students. So much of what you will learn will be on the job training with possible stress and a few painfully expensive mistakes. "Mistakes are just learning opportunities waiting to happen" is a good way of viewing the inevitable experience. AHIC sounds like a burp gone awry, but it is a great memory tool for planners who are responsible for

programs. AHIC represents a quick way of thinking on your feet when a crisis situation presents itself for solving.

Anticipate: You have anticipated and planned every step of the way. Each program has different ingredients and expectations, but you have done the best with what was given and known at the time to plan an effective program for older adults.

An event occurs . . . (imagine the event and put in as much drama as you feel is needed)

Hesitate: If the immediate safety of a human being is not at risk, hesitate a few moments to see if the situation will resolve itself. Many times the heated discussion between a staff and client or client and client will dissipate without your intervention. Leaders and planners need to feel confident that the people they have trained will deal with the situation with tact and diplomacy. Allowing the moment of hesitation also is allowing for a moment of self-esteem to blossom. The staff member you trained will feel empowered because he or she was able to handle the event calmly, and one successfully handled situation provides confidence for the next event.

Investigate: If the dilemma did not resolve itself, you, as the programmer, will have to take action and investigate the situation from the viewpoint of all individuals involved. Taking notes as you interview has two benefits. The first is that the participants are reassured that you will remember what they have told you because you are writing it down. Second, working with older adults brings a new awareness to points of view or

POV. A written record will provide a chronology of the event without the emotions overwhelming the situation.

Communicate: This may be the most difficult step of the process since you will have to get back to all parties involved with a report. In some cases, it may involve written reports to other departments on campus or agencies within the community.

The Five R's: Repair — Rearrange — Revise — Review — Reflect

Every stage of development that you have already gone through to establish the program is now ready for the constantly revolving R Cycle: repair, rearrange, revise, review and reflect. The programmer who uses this cycle repeatedly will discover that fewer problems are occurring each time a new class is offered because his or her skills are improving along with the efficiency of the office staff. Post the R words somewhere on your desk or inside a desk drawer to remind you that any effective program is constantly growing and evolving. One of the five words may give you inspiration at a moment of indecision, so keep the list handy.

Trends

Looking ahead into the future is never easy, and crystal balls are not standard issue for any leadership position at the community college. As a professional or business minded individual running a program for older adults, keeping current is a critical factor in working

effectively and establishing and maintaining a successful program. Go back to Stage Two and re-read all the networking options. Try a new one or renew an old acquaintance. Buy one of the books listed in the reference section or go browse in a large bookstore in the self-help, psychology, grandparenting, brain research, or education sections for innovative ideas that may apply to your college program and situation.

Three trends have been noted nationwide in older adult programming — distance learning, increased interest in computer skills for older adults, and the anticipated increased demand for services to the older adult who is not in good health. As the population ages, it is logical to assume that not all older adults in the population will be healthy. The demand for gerontologists, geriatric aides, nursing home assistants, personal care attendants, pharmaceutical assistants, hair dressers, podiatrists, and visiting nurses can only increase. As more nursing homes, convalescent homes, and elder care facilities open to care for mildly ill older adults, or provide housing for able-bodied older adults a wide range of service providers will be needed. Community colleges that offer certificates in the above mentioned fields may be anticipating this trend.

Coordinate with Programs

Once your program is up and running, you will not have more time, but more people will come knocking on your door or sending you e-mail. Their requests will generate interesting new thoughts about how others are viewing your program and the perceptions

it has within the community. Other programmers may be calling you for advice – be generous! There is a small cadre of individuals nationwide working hard to improve the lifelong learning opportunities for older adults. Coordinating your efforts with other programs enhances all programs. Think about ways to involve other departments on your college campus. Child care, health service industries, psychology, social welfare, and gerontology are the most obvious. Involving more individuals to volunteer, lend their expertise, share their experiences makes your programmore effective both on campus and within the community.

Consortium of Community Colleges Older Adult Programs

As a current community college programmer for older adult programs, you may know of other individuals who are doing the same tasks that you are at a different location or college. You may want to think about forming a information sharing group or consortium. The formation of a consortium of community college programmers would pave the way for organized dialogue concerning opportunities or dilemmas facing planners of older adult programs and set up effective channels for communication that this study indicated an need for but which currently are not in place. This consortium could reflect membership from an eclectic group of planners in and out of the educational field. Representation could include individuals from community education, adult education, community service, plus representatives from organizations involved in health care services, aging interests, in addition to community based or international volunteer opportunities. The benefits

would be numerous to each member of the consortium, the statewide system, and the nationwide system. The dues or membership fees would support the hiring of a coordinator for development activities such as those listed below. The potential for this group to generate grant money would be tremendous since the consortium would represent a wide range of different interest groups united in the goal of helping communities of older adults improve their quality of life and lead more productive lives through increased opportunities for lifelong learning.

- Creation of a state wide clearinghouse acting as a support network with the potential for saving many man hours of labor as current programmers would have the access to solutions of the problems common to community colleges and at the same time acquire more effective strategies without reinventing what someone else has accomplished.
- Creation of lists of names, addresses, e-mail listings of individuals doing similar jobs on community college campuses that would open a wealth of expertise to newly hired older adult programmers developing programs at other community colleges nationwide.
- Information and document dissemination via a newsletter from the consortium sharing updates from the state or federal offices on adult education. Dissemination of this material could also be sent via the internet.

- Publication of each community college's efforts at reaching the older adult populations within their communities. This publication would entail a brief description of the program and descriptive statistics of the older adult population.
- Publication of a resource listings to include but not limited to articles, books, resource kits, recommended basic reading lists, grant funding opportunities and manuals for program developers.
- Establishment of divisional or state wide meetings promoting the transfer of information in a more formal setting and the endless possibilities for guest speakers and other educational agencies concerned with lifelong learning opportunities for older adults to network with each other. The consortium meeting dates could coincide with any mandated meeting dates by the state office thus trimming expenses and valuable time and energy expended by busy community college planners.

Summary Thoughts

It is encouraging that as more programs develop, increased numbers of older adults are being presented with more options for successful aging through education. Researchers Howard McClusky and Patricia Cross have documented the importance of getting together which fulfills for healthy individuals the need for mental stimulation and social networks. Seniors everywhere have this healthy aging option by enrolling in courses to explore a new topic of interest, to satisfy curiosity, to add more knowledge to a current interest or to meet fellow humans of the same generation.

The benefits of an older adult lifelong learning program are reciprocal. The college fulfills the mandate of meeting the needs of the diverse local community and simultaneously may reap hours of volunteer time and energy saving money as seniors do beautification projects in connection with coursework. The older adults are better informed citizens, keeping abreast of local politics, more actively involved in their communities, and leading more balanced lifestyles.

Older adults bring resources with them: energy, motivation to succeed, skills, talents, cultural and personal characteristics that represent more than an economic cash flow. They bring with them the gifts of sharing knowledge gained from life experiences and the gift of volunteer time. These gifts, wisdom and time, in turn benefit communities with volunteer projects such as those sponsored by LRI's, Elderhostel and community college clubs organizations formed by older adult students.

The demographics, facts and concrete figures of the sheer numbers of aging adults from diverse cultures will carry additional weight with each passing year as the faces seen within communities gain more wrinkles along with the twinkle of productive living. For more than forty years systematic program planning can be traced in the educational literature. The general mission of adult and continuing education providers has been to offer programs that meet the educational needs of the intended audience, attract the appropriate clientele, and produce the desired changed in participants. These changes may be cognitive, psychomotor, attitudinal, or behavioral. All of these goals must be accomplished with, not only style and grace, but also within budget constraints.

The sheer number of programs is a hopeful indicator that awareness about aging successfully does involve keeping the mind active with acquiring new knowledge and developing or continuing the chains of friendship through the meeting of new friends and renewing bonds with old friends. The fact that more programs are being developed nationwide may be an indicator that critical mass is close to being reached on knowledge about successful aging and the lifelong learning process.

This guide on older adult programming has been written to assist community college programmers with just that task — producing a program for older adults with style and grace.

Reading List Recommendations

The list of recommended readings is short; college programmers are busy people. Only the very basic references have been put on the list — the minimum. It is up to you to add additional articles as you come across them and note their value to your program.

Recommended Reading List

Read this one first!

Greenberg, Reva M. (1993). Education for Older Adult Learning: A Selected, Annotated Bibliography. Bibliographies and Indexes in Gerontology, Number 20, Erdman B. Palmore, Series Advisor. Greenwood Press: Westport, Connecticut.

If you buy only one book, make it this one. This is the most up to date resource that covers the broad scope of older adult programming. The resources and ideas that can be generated just browsing this book are astounding. A description of something for every type of program fits this book. Part One: General Issues and Key Themes. Part Two: Specific Skills and Programs. Part Three: Resources. Red hardbound with black square and gold letters ISBN: 0-313-28368-0.

Beatty, Paulette and Mary Alice Wolf (1996).Connecting with Older Adults: Educational Responses and Approaches. Malabar, Florida: Kriger Publishing. Thin volume 5x8 divided into four parts. Foundations for Practice, Principles of Aging, Principles of Learning, and Twelve Principles Integrated. Address for the publishing company - Krieger Publishing Company, Krieger Drive, Malabar, Florida 32950. Small volume with case study examples for the student to think about and then complete the blank areas provided after the opportunity for discussion and reflection has taken place.

Beckman, B.M. & Ventura-Merkel, C. (1992). ***Community college programs for older adults: A resource directory of guidelines, comprehensive programming models, and selected programs.*** **Laguna Hill, CA: League for Innovation in the Community College and the American Association of Retired Persons.** This seminal piece of research is a must read for community college planners listing information by state. This piece is a continuation of the research done in the following citation.

Doucette, D. & Ventura-Merkel, C. (1991). *Community college programs for older adults: A status report.* Laguna Hills, CA: League for Innovation in the Community College.

Lowy, L. & O'Connor, D. (1986). ***Why Education in the Later Years?*** **Massachusetts: Lexington Books, D.C. Heath and Company.** The different chapter titles are listed below; copies of legislative acts referred to in other books are the last chapter of this book.

1. Foundations of Educational Gerontology
2. Philosophies of Adult Education
3. Demographic Change and Educational Participation, Implications
4. Margins of power
5. Transformation of Education by Older adults
6. Who is responsible? Federal role
7. Life long education as a right
8. Merging the instrumental and expressive
9. Linking social welfare, social work and education
10. Copies of legislation

Manheimer, R. (1994). Older Americans Almanac: A Reference Work on Seniors in the United States. Washington, D.C.: Gale Research Inc. This is a great reference book that seniors will enjoy looking over. It would be appropriate to have two copies – one for the programmer and one for the lounge bookshelf.

Meyers, F. (1987). The Handbook for Learning in Retirement Organizations. Los Angeles, CA. ALIROW. If your community college is thinking of sponsoring a Learning in Retirement group, then this is the reference book for you. Very informative about how to set up such a group and the policy and procedures which govern such groups.

Peters, John and Associates (1980). Building an Effective Adult Education Enterprise. Jossey-Bass Publishers: San Francisco.

Peterson D. (1986). Adult Education. In The Encyclopedia of Aging. (pp.8–10). New York: Springer Publishing Company.

Peterson, D. (1983). *Facilitating Education for Older Learners.* San Francisco: Jossey-Bass Publishers. The title of the book is exactly what you get. Highly recommended if you as the programmer are new to working with older adults.

Seefeldt, Carol and Barabar Warman with Richard K. Jantz and Alice Galper (1990). Young and Old Together. NAEYC: Washington, D.C. This small paperback costs only a few dollars and will save you hours of time if you are setting up intergenerational programs at your community college. Some of the highlights are:

Part 1: Intergenerational Curriculum for Young Children
Part 2: Intergenerational Programs that Support Curriculum
Fantastic Appendix with many resources: curriculum materials; program development Resources; volume also shares the viewpoint the child has of the older adult.

Sork, Thomas (1991). Mistakes Made and Lessons Learned: Overcoming Obstacles to Successful Program Planning. New Directions for Adult and Continuing Education, no. 49, San Francisco: Jossey-Bass. This volume is written with the practitioner's needs in mind. It has many case study examples of success and failure that provide do and don't tips for community college programs. Research is cited.

Troll, Lillian (1985). Early and Middle Adulthood: The Best is Yet to Be— Maybe. *Brooks/Cole Publishing Company, Monterey, California 93940*

Paperback personal copy. Chapters include Theories; Physical Development, Intellectual, Personality, Family, Development in the Job World and epilogue.